

Retraction

Retracted: College English Teaching Mode Based on Output-Oriented Method in Artificial Intelligence Environment

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This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Peer-review manipulation

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

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- [1] Q. Yuan and V. T. Dung, "College English Teaching Mode Based on Output-Oriented Method in Artificial Intelligence Environment," *Wireless Communications and Mobile Computing*, vol. 2022, Article ID 4935377, 10 pages, 2022.

Research Article

College English Teaching Mode Based on Output-Oriented Method in Artificial Intelligence Environment

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The rapid development of educational informatization has brought great challenges to college English Language Teaching, and the traditional classroom education mode can no longer meet the needs of today's college English Language Teaching. Therefore, College English Language Teaching should strengthen the construction of mixed education mode and effectively combine online education with offline education. "Output oriented approach" is a new foreign language education theory constructed by Chinese scholars, which has attracted extensive attention of foreign language scholars and front-line teachers, and is expected to solve the problem of "separation of learning and application" of College English in China. In order to build a bridge between theory and practice, this study adopts the method of action research to explore and optimize the implementation of "output-oriented approach" in real college English Language Teaching situations in H stages, collect and analyze qualitative (student feedback, peer evaluation) or quantitative data (language test, output text), explore the education effect while making the theory "fall to the ground," and review the theory from the perspective of practice to supplement and enrich it. In this study, the original linear education process of "output-oriented method" was reconstructed, and a new education process model was established, which made it more instructive in practice.

1. Introduction

With the development of society, the advancement of economy and technology, the improvement of educational facilities, and the abundance of knowledge resources, the society foreign language learners are increasingly difficult to learn and teach [1]. English is an important part of college English Language Teaching, which reflects the ability of English learners to use language comprehensively. Therefore, improving learners' writing quality and improving their English writing ability have always been paid attention to by foreign language scholars [2]. In particular, in view of the common problems in College English Teaching in China, such as emphasizing explanation rather than training, emphasizing the cultivation of students' English language literacy, and ignoring the cultivation of students' cross-cultural communicative ability, only by exploring more scientific education methods and implementing comprehensive

reforms can college English Language Teaching achieve greater results and achieve sustainable and stable development in the new era [3]. As an important part of humanistic education in colleges and universities, English course has both instrumental and humanistic properties, and it is a required course for college students with the widest coverage and the largest number of students involved in this online education [4].

The output-oriented method, as a set of English Language Teaching environment rooted in Chinese local universities, has gradually become a relatively mature, practical, and complete theoretical system after several stages of development and improvement and use the various functions of artificial intelligence technology to continuously innovate the methods of college English Language Teaching, bring personalized education services for students' English writing practice, speaking practice, and translation practice, and continuously improve students' language application level.

Good expression and communication in the scene provide better support and guarantee for the cultivation of language talents in the new era [5]. The educational concept and education mode of College English Language Teaching need a profound reform [6]. How to comprehensively and effectively combine various education modes to achieve the education objectives, so as to meet the national requirements for College English Language Teaching quality, has become an important issue facing college English Language Teaching [7]. Under this background, the blended education mode came into being, which became the inevitable result of the education industry in the Internet age, and the popularity of the Internet and smart phones provided more convenient conditions for the implementation of the blended education mode [8].

Judging from the latest “Guide to College English Teaching,” it clearly sets a higher goal that should make full use of modern information technology, and teachers are required to make good use of online education resources to further enrich education [9]. It is also necessary to let students cultivate the initiative of learning and develop in the direction of personalization [10]. The research is to apply the theory of output-oriented approach to the education of College English writing. It is a new writing education model. English ability, taking English as the output goal, and using the input of rich and high-quality language knowledge as the output cushion, it can provide rich language materials for the task to accumulate smoothly and enhance college students’ internal motivation for English learning. Improve college students’ English level and explore a new English Language Teaching mode, in order to meet the education goal of applying what they have learned and cultivate the current college students’ English ability:

- (1) Refine the abstract education links of “output-oriented method”—“driving,” “promoting,” and “evaluation” into specific operation steps, and implement them in college English classrooms, so that the theory can be put into practice
- (2) To test the education effect of “output-oriented method”
- (3) Through iterative actions, continuously optimize its education process design, refine feasible education principles and strategies in each education link, supplement and enrich theories, and promote the development of theories

2. Related Work

The process of recitation is an important process of language input, an important method for the process of recitation is an important process of language input, an important method for foreign language learners in my country to learn foreign languages, and an important embodiment of the theory of second language acquisition.

Through empirical research, Wang and Wang found that students can learn a large number of phrases by reciting the text, make the sentences smooth, and promote the

increase of writing speed, which can not only improve students’ oral ability but also promote their writing [11]. Yang used theoretical and empirical research to prove that language learning with recitation as input can help students develop their language sense, effectively learn phrases, make their spoken English fluent gradually, and at the same time improve their translation level [12]. Aiming at the problem of “insufficient language output activities” in College English writing education, Zhang and Feng proposed that college English writing education should pay attention to the balance between input and output [13]. Xiang developed the second language writing method of “thelengthapproach,” which is based on Swain’s (1985, 1995) theory of comprehensible output hypothesis. Learners test their target sentence structure and word use through language productive use (i.e., writing and speaking) [14]. The data of GE’s reform experiment in English Language Teaching shows that it pays too much attention to input, but ignores the function of language output, and the length-writing method based on output can greatly improve English level. “It focuses on designing the task of stimulating writing impulse, conforms to the law of foreign language learning, gradually increases the amount of writing and breaks through the limit of foreign language learning on the basis of adjusting the length of composition, thus enhancing the sense of learning achievement, improving self-confidence and accelerating the transformation of foreign language knowledge into foreign language application ability” [15]. Zhang and Feng adopt a broad “experiential” English Language Teaching perspective to discuss the promoting effect of the two-way model of “promoting writing by reading, and promoting reading by writing” [16]. Dong and Yu conducted a questionnaire survey on English majors. According to the survey results, he put forward suggestions for the reform of English majors’ writing education, that is, emphasizing the comprehensiveness and continuity of writing education and implementing the English comprehensive skills education method will help improve the ability of English writing [17]. According to the output driven hypothesis, Du and Liang explored the reform of the “College English reading and writing integration education model,” organized non-English majors to conduct a questionnaire survey, established the “reading and writing integration” education goal, and proposed the reading and writing integration education method [18]. Xiang designed classroom writing based on the theory of “output drive input facilitation” education steps: first, formulate classroom education objectives; second, screen input materials and design output tasks; third, take teachers as the leading role, student learning is the main body, organize writing education, and implement a reasonable and clear feedback evaluation mechanism [19]. Qin et al. also tried to design the reform from the direction of college English writing education reform [20].

On the basis of the above research in favor of the “output-driven-input-driven”-oriented education model, it advocates reforms for each education process to adapt to and promote the maturity of the English Language Teaching model [21].

2.1. An Analysis of College English Language Teaching Based on the Output-Oriented Method under Artificial Intelligence.

At present, there are some problems in the listening content of English textbooks in China, such as monotonous content and difficult listening discrimination. Due to the education methods, absorb and digest the listening content. The data in the artificial intelligence device corpus can be described as vast as a sea. It can provide learners with listening materials with different directions, themes, forms, and degrees of difficulty to meet the learning needs of students at all levels. In practical application, teachers change the traditional English Language Teaching mode from classroom explanation to three more scientific stages: driving, promoting, and evaluating, specifically including teachers presenting specific English communicative education scenarios based on education needs, students trying to complete English communicative learning activities, and teachers explaining to students the main goals and output tasks of English communicative education. Therefore, the construction of a college English online course education mode under the guidance of the “output-oriented method” should be worthy of research and exploration in classroom practice.

2.1.1. Teaching Process of Output-Oriented Method. (1) Teaching philosophy: learning center, integration of learning and application, cultural exchange, and key ability; (2) teaching hypothesis: output-driven, input-facilitated, selective learning, and evaluation; (3) driven, facilitated, and evaluated.

2.1.2. The Education Process of Artificial Intelligence Algorithm. (1) The application of artificial intelligence corpus in college English listening education; (2) the application of artificial intelligence robot in college English speaking education; (3) the application of artificial intelligence writing correction platform in college English writing education; (4) the application of artificial intelligence cloud services and machine-assisted translation in college English translation education; (5) artificial intelligence uses voice training software to improve pronunciation accuracy; (6) artificial intelligence-assisted software trains English skills in English.

2.2. Output Oriented Approach to English Teaching. “Production orientated approach” (POA) is a foreign language classroom education theory constructed by Wen Qiufang; on the one hand, the “output oriented approach” is aimed at the intensive reading education mode in College English Teaching in China, which takes “speaking the text” as the goal of language education and ignores the use of language; in the other hand, for the education mode of “blindly following the learner as the center,” this mode focuses on students’ autonomous language use, such as leaving the classroom for students to discuss and letting students complete projects independently after class, ignoring the input learning guided by teachers. According to the POA education model, a complete English Language Teaching process should consist of “driving,” “facilitating,” and “evaluating.” Compared with the traditional writing education method, which starts with reading the model essay, POA thinks that teachers should

first design the output tasks that are suitable for this unit and let students complete them, which is “output-driven.” In this process, students can actually feel the obvious difference between the task of outputting English knowledge and the existing knowledge reserve in English learning in communicative practice and then realize the importance of knowledge output, resulting in an active completion of English knowledge learning. Complete the strong interest in knowledge output, and then generate a strong spiritual power to actively study and improve their own output system. At the same time, in order to promote learning, we must change the current situation of “separation of learning and application” and “marginalization of teachers’ role” in education practice and advocate that education should take the “output” task as the starting point and goal, and the “input” learning and evaluation mediated by teachers as the means to guide students to “learn while using, use while learning, and combine learning with application,” so as to optimize the classroom education effect, as shown in Figure 1.

The education process consists of four stages: “motivation thg,” “enabling,” and “evaluation” with teachers as the intermediary. In the education process, teachers “should give full play to the role of guidance, design and support.” Now, an explanation has been added to the main text as follows: the “driving” link is the starting point of education, including the following sublinks: the teacher presents the communicative scene, the students try to output, and the teacher explains the education goals and output tasks, as shown in Table 1.

“Facilitating” is the main link of education. In this link, according to the needs of output tasks, teachers guide students to selectively learn input materials such as listening and reading and facilitate the completion of output tasks, as shown in Table 2.

“Evaluation” means that after students complete the output task, teachers use methods such as student-student mutual evaluation or teacher-student coevaluation to evaluate the output results. Of course, the evaluation link of the “output-oriented method” includes not only the delayed evaluation after the students complete the output task but also the immediate evaluation of the students in the whole process of “learning and using,” as shown in Table 3.

“Output-oriented approach” draws on the excellent achievements of second language and foreign language education and combines the actual situation of education in China to explore a way out of the dilemma of “time-consuming and inefficient” for college English. The “output-oriented method” has something in common with the analytical education method. It also adopts the theme-based education, with oral and written output activities as the main line of education. However, compared with the analytical education method, the “output-oriented method” also has two aspects. First, the “output-oriented method” draws on the achievements of “support,” “mediation,” and “other adjustment” of social and cultural theory and pays attention to the leading role of teachers in education. According to the “output oriented approach,” the difference between classroom learning and autonomous learning is that

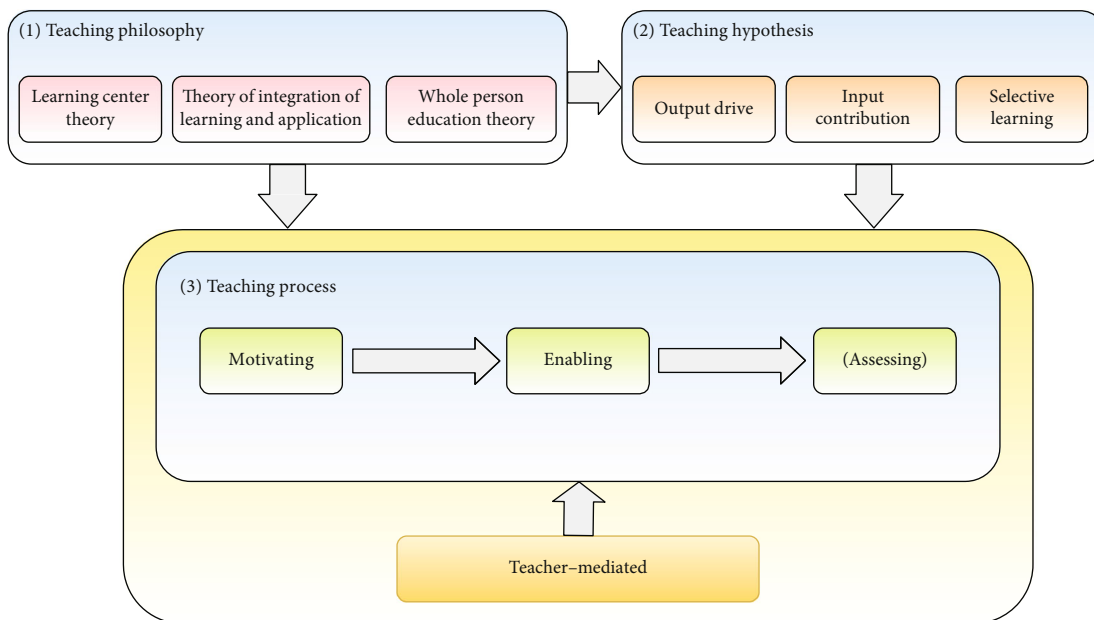


FIGURE 1: Theoretical system of “output oriented method”.

TABLE 1: Teaching steps and requirements of “Driving”.

Teaching step	Teaching requirements
1 Teachers present communicative scenes	The scene is communicative and the topic is cognitively challenging
2 Students try to complete communicative activities	Let students realize their own language deficiency and have a desire to learn
3 Teachers explain education objectives	It is the students’ clear communication and language goals; students are aware of the types and contents of output tasks

TABLE 2: Teaching steps and requirements of “Promoting”.

Teaching step	Teaching requirements
1 Describe teachers’ output tasks	Make students clearly understand the steps to complete the output task and the specific requirements of each step
2 Students learn selectively, and teachers give guidance and check	Enable students to choose the content, language form or discourse structure required for the output task from the input
3 Students’ practice output, teachers give guidance and check.	Is that students can immediately apply selective learning results to output tasks.

TABLE 3: “Assessment” handover steps and requirements.

Teaching step	Teaching requirements
1 Evaluation criteria for teachers’ common learning	The standard is clear, easy to understand, and easy to check
2 Students submit output	Clear submission deadline and form
3 Teachers and students evaluate output results in class	Use effective time, put forward clear requirements for the audience, and make targeted teacher evaluation
4 Teachers and students evaluate output results after class	Teachers and students participate in the evaluation together, and the output results submitted by students one after another are the basis of formative evaluation

classroom learning can give full play to the leading role of teachers, optimize the “environmental factors” of learning, and affect the personal and behavioral factors of learners,

so as to optimize the learning effect. Teachers’ systematic adjustment of learners, learning objectives, learning contents, evaluation methods, etc. is the advantage of classroom

education in school education, and “the most ideal second language and foreign language classroom is a classroom where learners have strong learning aspirations and teachers’ adjustment is in place” (Loewen 2015:5), as shown in Figure 2.

Second, the “output oriented approach” also draws on the achievements of information processing cognitive theory on effective input and pays attention to the education of language forms in the “facilitation” link. It is generally believed that explicit education of language forms cannot change the order of language acquisition, but can improve the efficiency of language learning (long1983; vanpatenandbenati2010).

2.3. Using Artificial Intelligence Robot to Carry Out Oral English Language Teaching Activities. Oral English, as the most important part of English learning, is a way for students to skillfully use communication tools. The level of oral expression not only affects the effectiveness of students’ cross-language communication but also objectively reflects the development of students’ English application ability. First, artificial intelligence technology can provide students with accompanying oral practice. College oral English learning has a good interaction with the robot. The robot can use the spoken language to have a dialogue with the students, create a lasting language practice environment for it, and conduct effective dialogue training with the students. Second, teachers can use intelligent technology to carry out group dialogue exercises with students. In response to the above problems, the application of artificial intelligence technology can become an auxiliary tool for students’ oral practice in and outside the classroom. The disadvantage is that it is difficult to manually select the optimal parameters to minimize the prediction error. We solve this problem by optimizing the parameters using artificial intelligence algorithms.

There are equations as follows:

$$f = f(x_1, x_2, \dots, x_n), a_i \leq x_i \leq b_i, i = 1, 2, \dots, n. \quad (1)$$

The goal of the human intelligence algorithm is to search for the parameter sequence value that minimizes f .

According to the metropolis rule given by the following expression (1), the exchange probability from solution I to solution J is calculated:

$$P_t(i \Rightarrow j) = \begin{cases} 1 & \text{if } f(j) < f(i), \\ \exp\left(-\frac{(f(j) - f(i))}{i}\right) & \text{others.} \end{cases} \quad (2)$$

The historical best position of all particles in the population can be represented by formula $P_g = (P_{g1}, P_{g2}, \dots, P_{gn})$. The usual updated particle velocity and position formulas are as follows:

$$\begin{aligned} v_{ik}^{t+1} &= \omega v_{ik}^t + c_1 \zeta (p_{ik}^t - x_{ik}^t) + c_2 \eta (p_{gk}^t - x_{ik}^t), k = 1, 2, \dots, n, \\ x_{ik}^{t+1} &= x_{ik}^t + v_{ik}^{t+1}, k = 1, 2, \dots, n. \end{aligned} \quad (3)$$

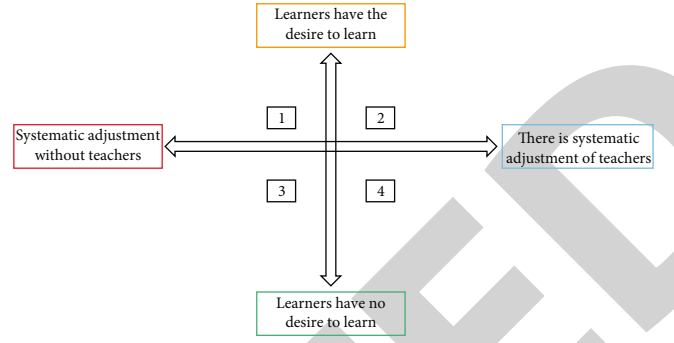


FIGURE 2: Definition of instructional SLA (Loewen 2015:5).

Among them, ξ and η are two pseudorandom numbers in the interval $[0,1]$ following a uniform distribution; c_1 and c_2 are the acceleration coefficients as constants; ω is the inertia weight; t is the number of iterations.

Therefore, it can be defined as the following form:

$$MSE = \frac{1}{n} \sum_{t=1}^n \left(\hat{X}_t - X_t \right)^2, t = 1, 2, \dots, n. \quad (4)$$

According to formulas (3) and (4), the exponential smoothing model can be defined as follows:

Holt model MSE formula:

$$f_1(a, \gamma) = \frac{1}{n} \sum_{t=1}^n (S_{t-1} + T_{t-1} - X_t)^2, t = 1, 2, \dots, n, a, \gamma \in (0, 1). \quad (5)$$

The local level and the local growth rate:

$$S_0 = X_1, T_0 = \frac{[(X_2 - X_1) + (X_3 - X_2) + (X_4 - X_3)]}{3}. \quad (6)$$

MSE formula of damped holt model:

$$f_2(a, \gamma, \phi) = \frac{1}{n} \sum_{t=1}^n (S_{t-1} + \phi T_{t-1} - X_t)^2, t = 1, 2, \dots, n, a, \gamma, \phi \in (0, 1). \quad (7)$$

By adding an additional damping parameter, the Pcgels model can be transformed into a damped Pcgels model. The damping Pcgels model is composed of expressions (6)–(8): where a , Φ , and γ are the smoothing parameters, and R_1 is the local rate of increase: S/S_1 is the smoothed continuation rate, S_1 is the local level, and X is the actual observed value, which is the predicted value m steps ago.

$$S_t = aX_t + (1 - a)(S_{t-1}R_{t-1}^\phi), \quad (8)$$

$$R_t = \gamma \left(\frac{S_t}{S_{t-1}} \right) + (1 - \gamma)R_{t-1}^\phi, \quad (9)$$

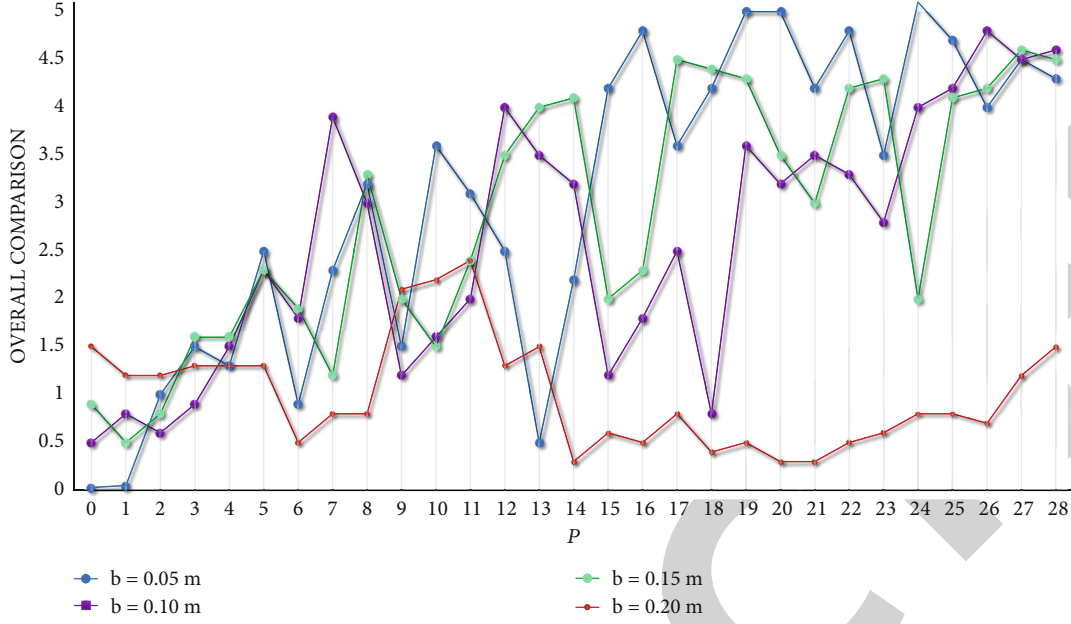


FIGURE 3: Comparison of quality parameters of students' English compositions.

$$\hat{X}_t(m) = S_t R_t^{i-1^{\varphi}} \sum_{t=1}^m t \quad (10)$$

Because the growth rate will go through progressive damping at each stage, the prediction equation is expressed as follows:

$$\hat{X}_t(m) = S_t \left(R_1^{\varphi} R_1^{\varphi^2} R_1^{\varphi^3} \cdots R_1^{\varphi^m} \right) = S_t R_t^{i-1^{\varphi}} \sum_{t=1}^m t \quad (11)$$

The process of forecasting the time series $\{X_t\}_{t=1}^n$ has already been discussed in the first step, the only difference is that the parameters in it are optimal values.

Build an internal evaluation system through the achievement evaluation of graduation requirements, curriculum evaluation, management evaluation, security system, internal monitoring, and academic monitoring. Through objective evaluation, external evaluation, and social reputation, an external evaluation system is established to establish an internal and external education quality monitoring mechanism. The purpose of perfecting the professional certification quality assurance system is to combine internal monitoring with external evaluation on a regular basis, effectively use the analysis results, and promote the continuous improvement and enhancement of the training quality of preschool education majors. At the same time, we will keep track of the evaluation results and update the talent training objectives, basic education needs, graduation requirements, curriculum objectives, and education contents.

3. Result Analysis and Discussion

“Facilitating” is the main link in the education process under the guidance of the output-oriented method and plays a pivotal role in the quality of the output. The intragroup and intergroup comparative analyses of students' composition aim to understand the impact of “output-oriented method” on the quality of students' output. In order to know whether the composition of the experimental group has made progress after the education intervention, I used students' composition. The results show ($T = -16.20$, $DF = 34$, $P < 0.05$), “content” and “discourse structure” in the experimental group ($T = -12.50$, $D 34$, $P < 0.05$; $t = -14.75$, $df = 34$, $P < 0.05$; $T = -12.93$, $df = 34$, $P < 0.05$), and the scores of the posttest of composition are obviously higher than those of the pretest ($MD = -3.24, -0.91, -1.25$), which shows that the quality of students' compositions has been significantly improved after the promotion, as shown in Figure 3.

A detailed analysis of students' output texts shows that the language quality in their compositions is obviously improved after the input of “output-oriented approach.” Now, an explanation has been added to the main text as follows: in addition to building a meticulous teacher frame and helping students complete the basic task of writing argumentative essays, the addition of learning materials deepens the depth of the discussion on Qiaoyue to stimulate students' enthusiasm for continuing to explore. More challenging tasks to expand the space for learning; for the promotion of new tasks, the strategy of “encouraging students to be independent and providing scaffolding in a timely manner” is mainly used to encourage students to complete tasks and provide necessary scaffolds in the process of completing tasks. Guide students to learn by doing and develop a “small argumentative essay expressing personal opinions” into a

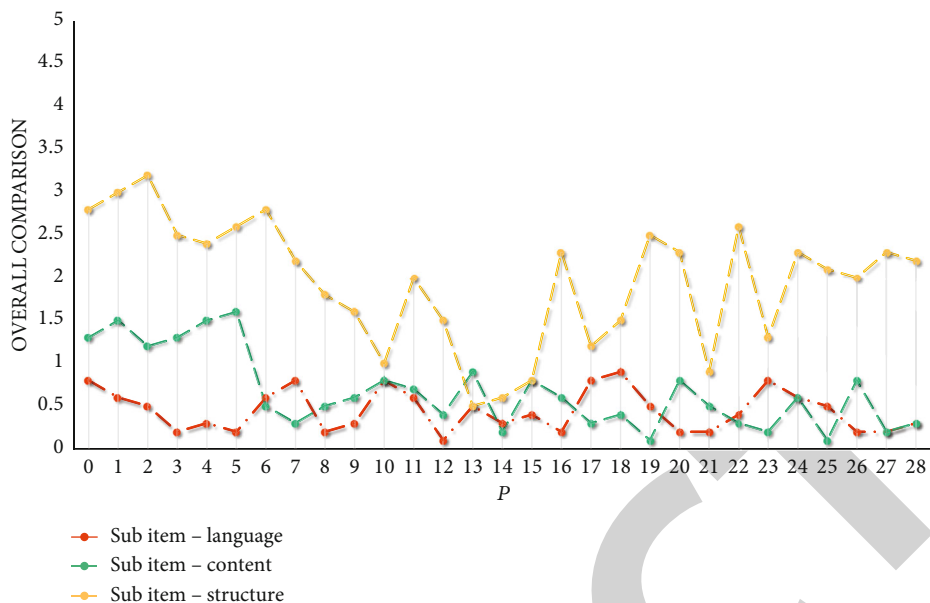


FIGURE 4: Comparison of total score data.

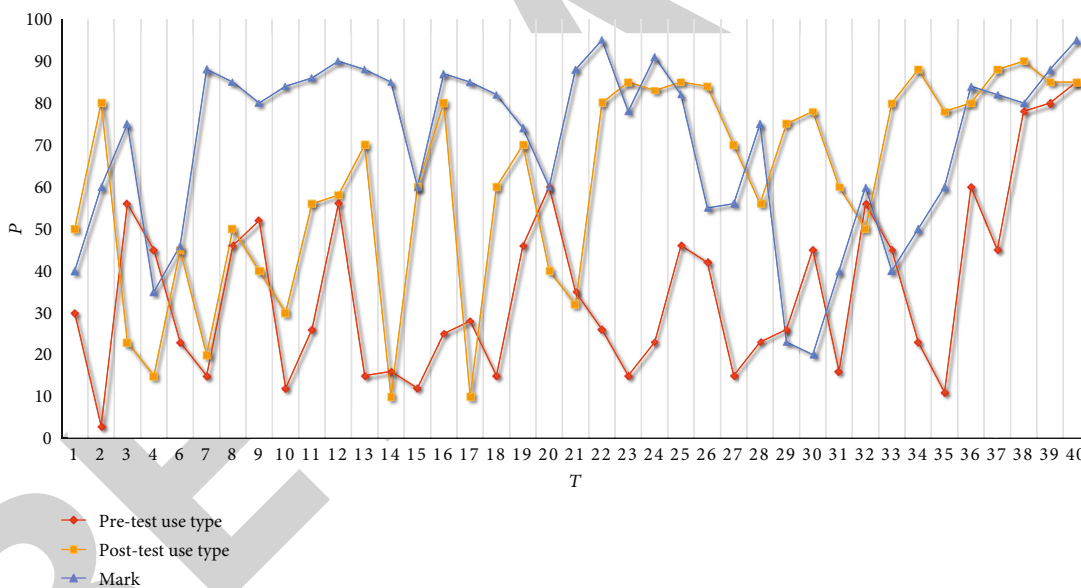


FIGURE 5: “Acceptance” comparative data analysis.

“reasonable academic article,” which will lay the foundation for the project paper task at the end of the semester. The following example shows the sentences in the pretest and posttest of the same student’s composition. After the input is facilitated, the student uses the language forms (underlined parts) in the input material accurately. These language forms are the language learning of this unit. Target comparison uses *f* to confirm that the composition level of the two groups before the input learning is comparable; the posttest group comparison aims to understand whether there is a difference in the quality of output between the two groups after the education. The results showed that there was no signifi-

cant difference between the two groups in the total score of postwriting test ($t = 0.90, DF = 69, P > 0.05$). There was significant difference in the scores of “language” between the two groups ($t = 2.02, DF = 69, P = 0.047 < 0.05$). The score of “language” in the experimental group was higher than that in the control group ($MD = 0.30$). Two sets are “content” and structure. There was no significant difference in scores ($t = 0.33, DF = 69, P > 0.05$; $t = 77, DF = 63.6, P > 0.05$), as shown in Figure 4.

By analyzing the feedback data of students, I found a strange phenomenon. In the feedback of “harvest,” almost all the students think that this unit is more rewarding, but

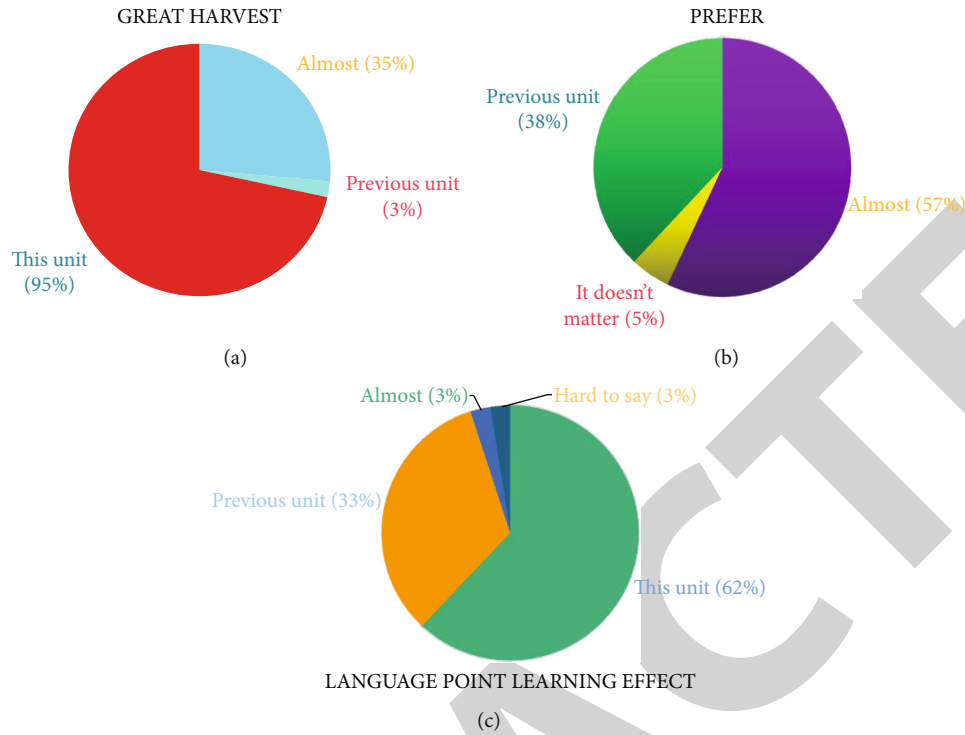


FIGURE 6: Student feedback statistics.

TABLE 4: Basic information of interviewees.

High (ranking 1-10)	Medium-high (ranked 11-23)			Medium-low (ranked 24-34)				
Interviewee	A	B	C	D	E	F	G	H
Gender	Woman	Man	Woman	Woman	Woman	Man	Woman	Man
Admission results	92	87	76	71	74	76	72	67
Final grade	80	82	76	77	77	63	63	71

in the feedback of “like,” nearly 38% of the students say they prefer the previous education unit. The reasons why I like this unit (“output oriented method” education) are (1) the education purpose is clear, the education “main line is clear,” the “distinct education purpose runs through,” “the education content is closely linked to the writing task,” and “more targeted;” (2) more practice opportunities and strong sense of participation; (3) flexible learning and application, “the education of this unit stresses application;” (4) the learning materials are easier to accept, “more down-to-earth,” “there are too many uncommon words in the previous texts;” (5) the discussion on the topic is deeper; (6) it is more interesting and the classroom atmosphere is more active; (7) know direction of efforts. My previous education feeling only stayed in textbooks and articles, and I failed to apply what I learned; it can be seen that content-based education can greatly stimulate students’ enthusiasm for inquiry, but in the limited education time, it is impossible to achieve the ultimate in the extensive reading and depth of topics. However, if students can “learn something” in the classroom, the “sense of accomplishment” in the classroom can continu-

ously stimulate students’ enthusiasm for inquiry, and learning can be extended, as shown in Figures 5 and 6.

After the students finished the task of argumentative writing, I first randomly selected a group of students (8 people) as the interviewees to conduct face-to-face interviews in order to understand the students’ gains and challenges in the process, their self-evaluation of composition, their evaluation of education, etc. After the students completed the expansion task, another group of students (8 students) were randomly selected, see Table 4 for the students’ situation for written interview, giving them enough time to review and reflect. I will send the interview questions to the students by mail and then send them back. For a situation where the feedback was insufficient, I conducted a “follow-up.” After this stage of education, I used an open-ended questionnaire to collect students’ feedback on education. I will focus on the results of the written interview, as shown in Table 4.

The level of this group of students interviewed in writing is different. According to the entrance scores and final exam scores, they are ranked at the low, middle, and high levels, respectively.

4. Conclusions

Table 4 is basic information of interviewees; this study adopts the method of “active action research”, applies the “output oriented approach” to college English classes, addresses various challenges in the process of theory implementation, explores the implementation ways of the “output oriented approach” from the perspective of front-line teachers, and expands the concepts of “driving,” “facilitating,” and “evaluation” in the education process of the “output oriented approach” on the basis of theory implementation, make it more flexible and inclusive. From the perspective of education philosophy, POA got rid of the wavering problem between teacher-centered and student-centered, and foreign language education returned to learning-centered; emphasis is placed on the concepts of “applying what one learns to practice, promoting learning” and “all-round education,” which sets the tone for education purposes. To sum up, under the current educational background, the application of output oriented approach in college education practice is relatively small, and a systematic research theory and application system have not yet been formed, so it cannot provide correct guidance for teachers’ education and education activities. Therefore, College English teachers should fully analyze a variety of problems in the process of using output-oriented approach to carry out English Language Teaching activities, so as to clarify the education theme. On the basis of education objectives and education procedures, we should reasonably carry out education activities, gradually improve education quality, and create good conditions for the cultivation of high-quality English talents.

Data Availability

The figures and tables used to support the findings of this study are included in the article.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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The authors would like to show sincere thanks to those techniques who have contributed to this research.

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